

## **Additional Information Based on Public Hearing Comments for the Proposed Redistricting Plan**

### **Committee Members**

The committee established to redefine the boundaries in anticipation of the opening of Monon Trail Elementary School (MoTES) is made up of twenty-five members drawn from all elementary school buildings in the Westfield school district and appointed by the Superintendent. The committee includes at least two parents from each elementary building. The administrators assigned to the committee include the principal of Maple Glen Elementary School, the principal of Washington Woods Elementary School, the principal of Westfield Intermediate School, the Director of Business, the Director of Transportation, the Director of Human Resources, the Director of Student Services, and the committee work was facilitated by Rick Phillips, former Executive Director of Human Resources. The committee met five times to discuss and refine the proposed plan including the public hearing on February 18, 2009, at 7:00 PM in the Maple Glen Elementary School MPR where the committee listened and noted the concerns and statements of the community.

### **A Review of the Proposal**

The following criteria were considered by the redistricting committee in the following rank order:

- 1) Current number of students in each school
- 2) Diversity and equity
- 3) Bus route times and safety
- 4) Splitting of subdivisions/neighborhoods
- 5) Children moved before and future development/expansion

**\*\*\*Many plans and options were discussed by the committee and the proposed plan was chosen based on discussions involving the following factors:**

### **Population Equity/Current Student Populations**

The main goal of the committee was to reduce the number of students in our largest elementary schools, Washington Woods (541 students) and Carey Ridge (573 students) as they are currently at functional capacity because of the number of small specialized classes that are in those buildings occupying classroom space, but are small in student numbers. To accomplish this first criterion, it was necessary to move students out of Washington Woods and Carey Ridge to reduce the number of students in those buildings and to populate Monon Trail with no less than 180 students. Population equity includes having total populations in elementary schools that are, or over time will be, reasonably balanced. The areas surrounding Monon Trail show potential for future growth to increase student numbers at the school. It was necessary to move the proposed areas to populate Monon Trail and also to establish a school with proportionate socio-economic and cultural diversity in comparison to the rest of our district's elementary schools.

Based on this proposal, projected student populations for all of the WWS elementary schools will be as follows:

Monon Trail Elementary School:.....190 students  
Carey Ridge Elementary School:.....517 students  
Washington Woods Elementary School: .....428 students  
Oak Trace Elementary School: .....474 students  
Maple Glen Elementary School: .....351 students  
Shamrock Springs Elementary School: .....475 students

### **Diversity and Equity**

The 2009 redistricting committee considered diversity and equity to be second in importance among the five criteria considered. Using this criterion, it is the committee's desire to better balance diversity in our schools. The committee has a strong bias toward preventing racial, cultural, and socio-economic pockets from developing in our schools. It is also the strong desire of the committee to establish an English as a Second Language (ESL) program on the western side of US 31. Currently, students in all but the WWES attendance areas and in the western half of the district are bused to CRES for ESL services. It is the expressed desire of the committee to establish an ESL program in the western half of the district and in the proposal it is planned for approximately thirty ESL students from the west side of US 31 who are currently being transported to CRES or WWES be transported to MoTES.

The majority of the discussions we had as a committee focused on the criterion of diversity. By simply moving students to Monon Trail using proximity to the school building, we would have created major inequity in our district as the predicted socio-economic status (SES) percentage for Monon Trail would have been approximately 46% and the ESL percentage would be approximately 31%. This would not be in proportion to the SES and ESL percentages at our other elementary schools.

The proposed plan projects a SES of approximately 31% which is much more in line with our other elementary schools (Carey Ridge Elementary School: 20%, Washington Woods Elementary School: 30%) and doesn't create an outlier or give MoTES the perceived label of a "poor" or "ESL" school, nor does it create the opposite effect in Washington Woods or Carey Ridge Elementary School as their diversity will remain basically the same in those buildings on account of Areas 4B and 6A (high areas of diversity) staying at their respective schools.

The proposal would leave the following diversity in MoTES, CRES, and WWES:

### **Based on this proposal, projected socio-economic status (free and reduced lunch percentage) for the affected elementary schools will be as follows:**

Monon Trail Elementary School:.....31%  
Carey Ridge Elementary School:.....20%  
Washington Woods Elementary School: .....30%

**Based on this proposal, projected ESL status for the affected WWS elementary schools will be as follows:**

Monon Trail Elementary School:.....16%  
Carey Ridge Elementary School:.....13%  
Washington Woods Elementary School: .....12%

### **Safety and Bus Route Times**

The topic of the safety factor involving crossing US 31 was discussed on several occasions. The safety of our students is of utmost importance. It is clear that some students will cross US 31 in any plan that is developed. The committee is mindful of the fact that students safely and routinely cross US 31 on a daily basis starting in 5th grade. Also, several current elementary students safely cross US 31 on a daily basis. Therefore, while it not the intent of the committee to increase daily student crossings of US 31, it is not the expressed purpose of the committee to reduce these crossings either.

It is also the desire of the committee to reduce transportation time as much as practically possible. It is felt that the less time students spend on the bus the better. With regard to transportation time, the committee understands that transportation time is relative. For instance, while moving some neighborhoods may make them further from their current school; it is not the purpose of the criterion to shorten all transportation time. The criterion instead should be interpreted as meaning that neighborhoods should not be moved so that students will be given undue or excessively long bus rides.

### **Children Moved Before**

As was brought up in the public hearing, in the current proposal some students in Area 6B and Area 6C who were moved from WWES to CRES during the last redistricting in 2006 would be moved again to MoTES. This is an important issue that will continue to be addressed by the committee in subsequent meetings as our number 5 criteria was Children Moved Before.

### **Additions at Carey Ridge Elementary School**

An addition of four kindergarten classrooms was completed at CRES for the start of the 2008-09 school year. It was stated incorrectly during the public hearing that CRES currently is not utilizing all of these classrooms and that the school would have room for an increased student population by utilizing these classrooms. At this time, all of the additional kindergarten classrooms are being fully utilized for traditional kindergarten classes and CRES also houses one of the district's two full-day kindergarten classes in this new addition.

### **Feasibility of Opening MoTES**

As stated earlier, CRES and WWES are at functional capacity because of the number of small specialized classes that are in the buildings that occupy classroom space but are small in student numbers. Also, there is still home construction in the CRES, WWES, and MGES boundary areas and those areas will continue to grow. Therefore, the opening of MoTES is necessary to alleviate functional space issues at CRES and WWES.

**\*\*Based on the criteria discussions, the proposed redistricting plan is as follows (please see map for numbered areas that were considered):**

**Areas moving to Monon Trail Elementary School:**

Area 1, Area 2, Area 3, Area 4A, Area 5, Area 6B, Area 6C, Area 7A, Area 7B, and approximately 30 English as a Second Language Students from west of US 31 who are currently transported to Washington Woods Elementary School or Carey Ridge Elementary School.

Area 4B and Area 10 will remain at Washington Woods Elementary School

Area 6A and Area 9 will remain at Carey Ridge Elementary School

Area 8 will remain at Maple Glen Elementary School

Area 4B, Area 8, Area 9, and Area 10 are listed as “bubble” areas. These “bubble” areas are not proposed to be moved during this redistricting plan, but will be considered in future redistricting discussions.

**\*\*Background information and reasons for proposing to move listed areas are as follows:**

**Area 1: The Washington Woods Elementary School attendance area West of US 31, North of 191<sup>st</sup> Street, East of Spring Mill Road, North of 193<sup>rd</sup> Street, East of Six Points Road and South of 216<sup>th</sup> Street.**

**This area accounts for 32 students in 2009.**

**Area 2: The Washington Woods Elementary School attendance area East of US 31 bounded by US 31, 191<sup>st</sup> Street, Grassy Branch Road and Anthony Road and 216<sup>th</sup> Street on the North.**

**This area accounts for 7 students in 2009.**

**Area 3: The Washington Woods Elementary School attendance area East of Grassy Branch Road and Anthony Road and bounded by Grassy Branch and Anthony Road, 191<sup>st</sup> Street, Moontown Road and Hinkle Road on the West and 216<sup>th</sup> Street on the North.**

**This area accounts for 4 students in 2009.**

These three areas are part of the Washington Woods attendance area. Combined, the three areas contributed 43 children to Washington Woods in 2009.

MoTES is located in Area 1 which contributed 32 of the 43 students attending a WWS school in 2009 from these three areas.

|  | Positive | Negative | Neutral |
|--|----------|----------|---------|
| Population Equity                                  | X        |          |         |
| Diversity and Equity                               | X        |          |         |
| Bus route times/safety                             |          |          | X       |
| Splitting of subdivisions/neighborhoods            | X        |          |         |
| Children moved before/future development/expansion | X        |          |         |

The 2009 committee concluded that no barriers existed that would prevent the movement of these areas to MoTES. Members were cognizant that moving Areas 2 and 3 meant that students who do not currently cross US 31 will now be crossing. It is also considered a far safer system, at least in the short run, since currently 32 of the 43 students in these areas already cross US 31 for school. If anything, the bus ride will likely be lessened for the majority of students in these three areas, since so few reside in Areas 2 and 3.

Certainly, inclusion of these areas at MoTES will not upset the balance of diversity and equity in the building and since these areas were the original targets first identified before MoTES was built as likely to attend the new school, it is unlikely that future redistricting efforts will relocate them to another school. The committee recommends that these areas be placed in MoTES.

***The committee determines that the best outcome for the 2009 redistricting plan is to relocate Areas 1, 2, and 3 to MoTES.***

**Area 4A: The Washington Woods Elementary School attendance area West of US 31 South of 191<sup>st</sup> Street, North of SR 32 and East of Spring Mill Road, with the exception of the North Glen Village and Chateau Communities.**

**This area accounts for 7 students in 2009.**

This area is immediately south of Area 1 and it surrounds Area 4B. It is possible to distinguish this area from the Area 4B bus routes, without causing undo difficulty.

|  | Positive | Negative | Neutral |
|--|----------|----------|---------|
| Population Equity                                  | X        |          |         |
| Diversity and Equity                               | X        |          |         |
| Bus route times/safety                             | X        |          |         |
| Splitting of subdivisions/neighborhoods            | X        |          |         |
| Children moved before/future development/expansion | X        |          |         |

This area is not expected to grow at a rapid rate before the opening of the next elementary school. It is thought that a good deal of the community's industrial and commercial development will occur in this area, therefore it is anticipated that student population will remain relatively unchanged or decline as the existing housing stock declines.

*The committee determines that the best outcome for the 2009 redistricting plan is to relocate Area 4A to MoTES.*

**Area 4B: The Washington Woods Elementary School attendance area which includes the North Glen Village and Chateau Communities.**

**This area accounts for 77 students in 2009.**

This is perhaps the most complicated area considered. Obviously, with its proximity to MoTES, it seems a logical fit for inclusion in the new school. This area has one of the highest ESL, minority, and SES (free and reduced lunch) populations in the district. In combination with Area 6A it accounts for the majority of ESL, minority, and SES (free and reduced lunch) students in the district.

|  | Positive | Negative | Neutral |
|--|----------|----------|---------|
| Population Equity                                  |          | X        |         |
| Diversity and Equity                               |          | X        |         |
| Bus route times/safety                             | X        |          |         |
| Splitting of subdivisions/neighborhoods            | X        |          |         |
| Children moved before/future development/expansion | X        |          |         |

The committee has to consider the placement of Area 4B carefully. Its size, 77 students, is large enough that wherever it is placed, this population will significantly impact the receiving school.

Placement at MoTES would cause two major issues. First, if these students are assigned to MoTES, then significant services (ESL, Full Day Kindergarten, and support services) will have to be removed from other buildings and reassigned to MoTES. This will cause a disruption in the other buildings, most notably at WWES and CRES. These services have a long history at these buildings and removing them will displace the routine of several parents and students. These moves would violate the first criteria assigned by the committee which is as much as possible to equalize services, and more importantly, not concentrate services in one building.

Second, the result for MoTES will be that it would have the highest free and reduced lunch percentage in the district (approx. 46%) and the highest ESL population (31%) as it opens on day one. Such a move violates the second criteria set out by the committee. In addition to concentrating services at MoTES, this move would concentrate minority populations at MoTES. Such a move has two significant drawbacks. It deprives WWES of its main source of racial diversity, but it also would make MoTES the highest minority population building in the district.

The committee finds that the failure to satisfy the two main criteria established overrides the issue of proximity to MoTES. Thus, it is recommended that Area 4B remain at WWES.

This is not to say that in the future this area could not be moved. What holds it in place at this moment is the need for district diversity. The committee members foresee the time in the near future that Area 4B could be moved to MoTES if the MoTES population grows significantly enough to accommodate the ethnic and programmatic diversity that this area will bring to the school. Until predictable growth patterns are reestablished, the committee determines it is not advisable to relocate this area.

*The committee determines that best outcome for the 2009 redistricting plan is to make Area 4B a bubble area and that the board and superintendent examine the area for possible movement if programs and diversity can be accommodated without upsetting the established patterns of the district in the future.*

**Area 5      The Washington Woods Elementary School attendance area which is East of US 31 bounded by US 31, Main Street / SR 32, Union Street and US 31. This area includes the WWS main campus.**

**This area accounts for 14 students in 2009.**

The main population center for this area is located on SR 32 and is south of the existing middle school. This long established neighborhood is stable and unlikely to contribute significantly more population than it already does.

|  | Positive | Negative | Neutral |
|--|----------|----------|---------|
| Population Equity                                  | X        |          |         |
| Diversity and Equity                               | X        |          |         |
| Bus route times/safety                             |          |          | X       |
| Splitting of subdivisions/neighborhoods            | X        |          |         |
| Children moved before/future development/expansion | X        |          |         |

The committee felt that so long as this neighborhood was moved as a block, its relocation to MoTES would provide a positive outcome. The main source of concern is transportation across US 31. However, as has been previously mentioned, the committee acknowledges that children move on buses every day across US 31 at several locations. Moving Area 5, in the committee's viewpoint, has no impact on student safety.

*The committee determines that the best outcome for the 2009 redistricting plan is to relocate Area 5 to MoTES.*

**Area 6A: The Carey Ridge Elementary School attendance area East of US 31, North of 156<sup>th</sup> Street, West of Union Street and South of 169<sup>th</sup> Street.**

**This area accounts for 63 students in 2009.**

Area 6A is much like Area 4B. Where it is located will significantly influence the racial diversity of the school, as well as its free and reduced lunch status. At present, Area 6A is the main contributor to the CRES diversity.

|  | Positive | Negative | Neutral |
|--|----------|----------|---------|
| Population Equity                                  |          | X        |         |
| Diversity and Equity                               |          | X        |         |
| Bus route times/safety                             |          |          | X       |
| Splitting of subdivisions/neighborhoods            | X        |          |         |
| Children moved before/future development/expansion | X        |          |         |

Like Area 4B, movement of Area 6A would cause the disruption of services and it would, therefore, have a negative impact on CRES. But even more than the question of population equity is the issue of racial diversity. Of the 63 students who are contributed by Area 6A, more than 48% are ESL students and 76% are free and reduced lunch (SES). Removing that number of students from CRES would make CRES the least racially diverse school in the district. The committee deems this as too high a price to pay for any other benefit.

One idea was examined and it would involve the reassignment of Area 4B to MoTES and then reassignment of Area 6A to WWES. However, that would mean that the major areas contributing diversity would have been moved to MoTES and WWES and the result would be a far less diverse school at CRES.

***The committee determines that the best outcome for the 2009 redistricting plan is to leave Area 6A at CRES.***

**Area 6B: The Carey Ridge Elementary School attendance area East of US 31, North of 169<sup>th</sup> Street, West of Union Street and South of Main Street / SR 32.**

**This area accounts for 24 Students in 2009.**

**Area 6C: The Carey Ridge Elementary School attendance area East of Union Street, North of 171<sup>st</sup> / South Street, West of Carey Road and South of Main Street / SR32.**

**This area accounts for 33 students in 2009.**



These are relatively stable housing areas where not much new housing development is expected.

|  | Positive | Negative | Neutral |
|--|----------|----------|---------|
| Population Equity                                  | X        |          |         |
| Diversity and Equity                               | X        |          |         |
| Bus route times/safety                             |          |          | X       |
| Splitting of subdivisions/neighborhoods            | X        |          |         |
| Children moved before/future development/expansion |          | X        |         |

The main objection to the movement of Areas 6B and 6C is that portions of them were moved fewer than 4 years ago. The committee acknowledges this hardship and recommends that the district consider steps, if possible, to lessen this hardship.

However, even if a solution cannot be found, the committee is recommending that this area be relocated to MoTES. This area, coupled with Areas 7A and 7B, will incorporate most of the center of the city to be located at MoTES. Since these areas add some diversity, both economically and racially to MoTES, it is seen as a positive move for the school.

One factor that was considered is the announced plan for additional apartments to be built in Area 6B. This would be a welcome addition to MoTES which will have a good deal of space to accommodate the students.

In terms of population equity, the committee determined that this is the best way to relieve some pressure that currently exists on CRES. These areas provide stability as well as a population base that is needed at MoTES.

What is not positive is the break with the tradition of not relocating an area within four years. Committee members acknowledge that in the last redistricting effort students in Area 6B were relocated from WWES to CRES. In addition, some students in Area 6C were also relocated from WWES to CRES. However, the majority of the students in Area 6C were not relocated. This fact played heavy into the committee's recommendation.

***The committee determines that the best outcome for the 2009 redistricting plan is to transfer Areas 6B and 6C to MoTES.***

**Area 7A: The Washington Woods Elementary School attendance area which is East of Union Street and US 31, North of Hoover Street, West of East Street, and South of 191<sup>st</sup> Street.**

**This area accounts for 34 students in 2009.**

**Area 7B: The Washington Woods Elementary School attendance area which is East of Union Street, North of Main Street / SR 32 West of East street and South of Hoover.**

**This area accounts for 18 students in 2009.**

These are stable housing areas which are expected to supply about the same number of students for the foreseeable future. This area is well suited for young families with some starter homes, as well as an opportunity to undertake historic renovations in Westfield.

|  | Positive | Negative | Neutral |
|--|----------|----------|---------|
| Population Equity                                  | X        |          |         |
| Diversity and Equity                               | X        |          |         |
| Bus route times/safety                             |          |          | X       |
| Splitting of subdivisions/neighborhoods            | X        |          |         |
| Children moved before/future development/expansion | X        |          |         |

These two areas complete the central city transition to MoTES. The committee sees a great deal of positive benefit with regard to the elimination of overcrowding at WWES. It will also give a neighborhood identity to MoTES that may be lacking if the central city is not incorporated at the school.

***The committee determines that the best outcome for the 2009 redistricting plan is to relocate Areas 7A and 7B to MoTES.***

**Area 8: The Maple Glen Elementary School attendance area generally identified as Pine Ridge and Quail Ridge.**

**This area accounts for 68 students in 2009.**

While there is limited space for development in this area, it is not expected that such development will include additional housing units.

|  | Positive | Negative | Neutral |
|--|----------|----------|---------|
| Population Equity                                  |          | X        |         |
| Diversity and Equity                               | X        |          |         |
| Bus route times/safety                             |          |          | X       |
| Splitting of subdivisions/neighborhoods            | X        |          |         |
| Children moved before/future development/expansion |          | X        |         |

Area 8 was relocated from OTES to MGES in the last redistricting effort. The move has been successful and normally Area 8 would have been under strong consideration for inclusion at MoTES. However, doing so would decrease the population of MGES, which has the lowest student population in the district. Such relocation would not do anything for the functional capacity issues that exists at CRES or WWES. In addition, relocation would violate the district's stated goal not moving students within four years. For that reason, the committee determines that relocation of Area 8 at this point would be counterproductive.

However, the committee also sees the day when it will make sense to relocate Area 8 to MoTES. This should be considered if MGES approaches capacity as may well occur before the opening of a new school.

*The committee determines that the best outcome for the 2009 redistricting plan is to designate Area 8 as a bubble area and continue to watch the development of MGES to see if relocation to MoTES will make sense.*

**Area 9: The Carey Ridge Elementary School attendance area that includes all of Bridlewood, Silverthorne, Spring Meadows, Village Park Estates, and Tree Top apartments.**

**This area accounts for 119 students in 2009.**

Area 9 is mostly built out and it includes a nice mix of middle class populations in the district. Area 9 has some residents who are free and reduced lunch eligible as well as some minority populations.

|  | Positive | Negative | Neutral |
|--|----------|----------|---------|
| Population Equity                                  |          | X        |         |
| Diversity and Equity                               |          | X        |         |
| Bus route times/safety                             |          |          | X       |
| Splitting of subdivisions/neighborhoods            | X        |          |         |
| Children moved before/future development/expansion | X        |          |         |

Movement of children from this area would reduce the number of minority and free and reduced lunch students at CRES.

*The committee determines that the best outcome for the 2009 redistricting plan is to leave Area 9 at CRES.*

**Area 10: The Washington Woods Elementary School attendance area which is East of Carey Road, North of 169<sup>th</sup> Street, West of Gray Road, and South of Main Street/SR 32.**

Area 10 is mostly built out with the exception of additional adult housing that is being built behind the Kroger Plaza.

|  | Positive | Negative | Neutral |
|--|----------|----------|---------|
| Population Equity                                  | X        |          |         |
| Diversity and Equity                               |          |          | X       |
| Bus route times/safety                             |          |          | X       |
| Splitting of subdivisions/neighborhoods            | X        |          |         |
| Children moved before/future development/expansion | X        |          |         |

Area 10 was originally in the CRES boundary area and when it was moved it was necessary to allocate additional students for WWES. This plan is working well.

***The committee determines that the best outcome for the 2009 redistricting plan is to keep area 10 at WWES and designate it as a bubble area for possible future redistricting.***

### **Programmatic Adjustment**

The 2009 committee is aware of the current practice of transporting ESL students from MGES, SSES and OTES to CRES and WWES for services. Currently, 30 students are transported for this activity.

***The committee suggests that the best outcome for the 2009 redistricting plan is for all ESL students West of US 31 to be housed at MoTES.***

## Current Student Population Numbers By School, Area, & Grade

| School                             | KDG | 1st<br>grade | 2nd<br>grade | 3rd<br>grade | 4th<br>grade | Total #<br>Students |
|------------------------------------|-----|--------------|--------------|--------------|--------------|---------------------|
| Carey Ridge Elementary School      | 123 | 104          | 101          | 139          | 106          | 573                 |
| Maple Glen Elementary School       | 58  | 76           | 71           | 82           | 64           | 351                 |
| Oak Trace Elementary School        | 79  | 106          | 90           | 104          | 95           | 474                 |
| Shamrock Springs Elementary School | 87  | 85           | 109          | 101          | 93           | 475                 |
| Washington Woods Elementary School | 106 | 129          | 107          | 104          | 95           | 541                 |
|                                    | 453 | 500          | 478          | 530          | 453          | 2414                |

| Area | #<br>Students | Current<br>School | Boundaries  |
|------|---------------|-------------------|---|
| 1    | 32            | WWES              | West of 31, North of 191st St   |
| 2    | 7             | WWES              | North of 191 <sup>st</sup> , West of Grassy Branch, East of 31                          |
| 3    | 4             | WWES              | North of 191 <sup>st</sup> , East of Grassy Branch                                      |
| 4A   | 7             | WWES              | West of 31, South of 191st St (excluding 4B)  |
| 4B   | 79            | WWES              | North Glen Village  |
| 5    | 14            | WWES              | Between 31 & Union  |
| 6A   | 64            | CRES              | East of 31, South of 169 <sup>th</sup> , West of Union                                  |
| 6B   | 24            | CRES              | East of 31, South of 32, West of Union/North of 169th                                   |
| 6C   | 33            | CRES              | East of Union, South of 32, West of Carey, North of 171st                               |
| 7A   | 34            | WWES              | Between Union & East St., North of Hoover   |
| 7B   | 18            | WWES              | Between Union & East St., South of Hoover   |
| 8    | 68            | MGES              | Pine Ridge and Quail Ridge  |
| 9    | 119           | CRES              | North of 146 <sup>th</sup> , East of 31, South of 151 <sup>st</sup> , West of Carey Rd. |
| 10   | 89            | WWES              | South of Hwy. 32, East of Carey Rd., North of 169 <sup>th</sup> , West of Gray Rd.      |
| ESL  | 30            | WWES/CRES         | # of English Second Language students transported to WWES/CRES from west of Hwy. 31     |

| Population Boundary | KDG | 1st grade | 2nd grade | 3rd grade | 4th grade | Total |
|---------------------|-----|-----------|-----------|-----------|-----------|-------|
| Area 01             | 6   | 8         | 8         | 9         | 1         | 32    |
| Area 02             | 1   | 1         | 1         | 2         | 2         | 7     |
| Area 03             | 1   | 0         | 3         | 0         | 0         | 4     |
| Area 04A            | 1   | 1         | 1         | 0         | 4         | 7     |
| Area 04B            | 15  | 27        | 12        | 19        | 6         | 79    |
| Area 05             | 3   | 3         | 1         | 1         | 6         | 14    |
| Area 06A            | 15  | 15        | 11        | 11        | 12        | 64    |
| Area 06B            | 4   | 6         | 4         | 7         | 3         | 24    |
| Area 06C            | 3   | 7         | 7         | 10        | 6         | 33    |
| Area 07A            | 3   | 7         | 8         | 9         | 7         | 34    |
| Area 07B            | 3   | 5         | 4         | 4         | 2         | 18    |
| Area 08             | 12  | 16        | 8         | 19        | 13        | 68    |
| Area 09             | 22  | 28        | 23        | 25        | 21        | 119   |
| Area 10             | 15  | 26        | 13        | 18        | 17        | 89    |
| Total               | 104 | 150       | 104       | 134       | 100       | 592   |